

Goals

Learning Outcome(s)	<p>CLB 4 Outcomes for Listening, Speaking, Reading, and Writing:</p> <ul style="list-style-type: none"> • Listening: You understand simple questions and information about familiar, everyday topics. You understand when someone talks about what they like and dislike. You only need a little help to understand what people say. • Speaking: You participate in everyday conversations and describe your personal experiences. You use short sentences. You talk about your preferences, your likes and dislikes. You don't need much help when you speak. • Reading: You read many familiar words and sentences. You understand simple stories about familiar topics. You can also get information from some longer descriptions about less familiar topics. • Writing: You use short, simple sentences to write a paragraph about a personal experience or other familiar topics. <p>*An additional goal of these lessons is to acquaint learners with diverse populations living in Canada. In particular, the materials introduce learners to several Blackfoot people who talk about their experiences in residential schools and being a part of the Sixties Scoop.</p>
Lesson Objective(s)	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Recognize different occupations 2. Match each resume to its corresponding job posting 3. Use listening skills to answer a variety of different questions about diverse people and occupations 4. Pair up skills that overlap for different occupations 5. Use reading skills to answer a variety of different questions about diverse people and occupations

Assessment Evidence

Summative Assessment	N/A	Formative Assessment	<ul style="list-style-type: none"> ▪ Formative assessments will be conducted through observation of the students as they make their way through each activity.
-----------------------------	-----	-----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Learning Experiences/Opportunities

Ed Tech	N/A	Resources to Prepare	<ul style="list-style-type: none"> ▪ Pens/Pencils ▪ Memory game ▪ Resume handouts ▪ Job posting handouts ▪ Rationale forms ▪ Vocabulary glossary ▪ Venn Diagram templates
Time Allotment	Content/Description		Notes
<i>Flexible</i>	<p>Introduction/Attention Grabber:</p> <ul style="list-style-type: none"> ▪ What did you do before coming to Canada? (Have students answer) ▪ What would you like to do in Canada? (Have students answer) ▪ The reason why I am asking you these two questions is because the topic of this lesson is <i>occupations</i>. ▪ Occupation is another word for job, so today we will discuss the different jobs you can expect to find in Canada, the skills and responsibilities required for each job, and what you will need to apply for a job. ▪ You can find most of the occupations we will be exploring in this lesson almost anywhere around the world. They are occupations that you will encounter in any community. ▪ Some of the occupations we will be exploring include Police Officer, Nurse, Teacher, Settlement Practitioner, Vice Principal, etc. 		<p><i>A glossary of all the vocabulary for this lesson is available in an attachment.</i></p>

	<ul style="list-style-type: none"> ▪ Most of the skills required for each occupation overlap, meaning they are the same. For example, both a nurse and a police officer may be required to work under pressure, or a teacher and a vice principal may have to be skilled public speakers. ▪ We will be diving deep into occupations through a variety of different activities! 	
<p style="text-align: center;"><i>Flexible</i></p>	<p>Activity #1: Memory Game</p> <p>Teacher Prompts/Cues/Explanations:</p> <ul style="list-style-type: none"> ▪ This memory game is meant to help you recognize different occupations, by using your memory to match each picture to the proper occupation. For example, if you turn over the paper with the picture of the police officer, you must then turn over the paper with the words “Police Officer”. ▪ How to Play: <ul style="list-style-type: none"> ○ Split the students up into pairs. ○ Start by cutting out all of the occupations and pictures found in the Memory Game PDF attached to this document. ○ Once everything is cut, place all of the papers face up. ○ Give the students about 45 seconds to try to memorize where each picture and its title are. ○ After the 45 seconds are over, turn all the papers face down. ○ The students will now have to try to turn over each picture and its corresponding occupation title by using their memory. ▪ This game will not only train the students’ memory, but will also help them put a face to every occupation, so they know where to find them in the community, and what they may be wearing or doing. <p>Guiding/Prompting Questions/ Check for Understanding:</p> <ul style="list-style-type: none"> ▪ Are these pictures perfect representations of the occupations? Why? ▪ Other than looking at the person, what other clues can you use in the picture to help you? 	<p style="text-align: center;"><i>A PDF document of the memory game is attached to the end of this document.</i></p>
<p style="text-align: center;"><i>Flexible</i></p>	<p>Activity #2: Match Resume to Job Posting</p> <p>Teacher Prompts/Cues/Explanations:</p> <ul style="list-style-type: none"> ▪ In order to apply for a job in Canada, you have to have a document called a resume. ▪ Resumes are documents which include information about your education, previous work experience, skills, etc. This is important information for employers to know before hiring you, because it is how they will assess whether or not you are qualified for a job. ▪ Before submitting your resume to different employers/companies, you have to know which jobs are appropriate for you based on your past experience, skills, education, etc. This is why we are also introducing job postings in this activity. ▪ Job postings are descriptions of different jobs which can be found on various websites, in newspapers, magazines, etc. Job postings usually include a brief description about the company and the position, as well as responsibilities, skills required, and qualifications. ▪ For this activity, I will hand out exemplar resumes and job postings. ▪ You will pair up, and each pair will receive one resume and seven job postings. ▪ You and your partner will then begin reading through the resume, searching for the key vocabulary words listed on the side, and trying to understand them. ▪ This is an opportunity for students to practice different strategies to help them understand the language, such as the use of a dictionary, etc. 	<p style="text-align: center;"><i>Sample resumes and job postings, and rationale forms are attached to the back of this document.</i></p>

	<ul style="list-style-type: none"> ▪ I do, we do, you do: <ul style="list-style-type: none"> ○ I do: <ul style="list-style-type: none"> ▪ I am going to start by reading the list of words on the side, so I know what to look for as I'm reading. ▪ After reading all the words, I will begin reading the resume, and trying to understand what each of the words means. ▪ Hopefully, after having understood the resume – the persons work experience, education, skills, etc. - I will begin to read through the job postings to see which of the seven this individual is qualified for. ▪ Finally, I am going to grab a rationale form and write out why I think the resume I was given is suitable for the job posting I have chosen. I will then present my rationale to the entire class. ▪ So, the whole point of the activity is to essentially apply for the right job, based on the resume you were given. ○ We do: <ul style="list-style-type: none"> ▪ Let us take what we learned from me doing it by myself, to help us work on one together! ▪ Repeat the above steps with the entire class. ○ You do: <ul style="list-style-type: none"> ▪ Now that you have all seen how to complete this activity, I want you to pair up, and do it by yourselves! ▪ Once each pair has completed their rationale, both students will share their rationale with the entire class. ▪ The whole class can then engage in a discussion about which resumes belongs to which job postings. <p>Guiding/Prompting Questions/Check for Understanding:</p> <ul style="list-style-type: none"> ▪ What can you use to help you understand the meaning of the words in the vocabulary list without having to look the words up? ▪ What are resumes used for? 	
<p><i>Flexible</i></p>	<p>Activity #3: Occupations Video Teacher Prompts/Cues/Explanations:</p> <ul style="list-style-type: none"> ▪ The video we are going to watch is an interactive video made using a program called ED Puzzle. ▪ It is called an interactive video because you can pause and play the video whenever you'd like, but there are also questions throughout the video which all viewers of the video are expected to answer. ▪ These questions could be Multiple Choice, Short Answer, True and False, etc. ▪ The occupation videos are a set of six videos of different people working in our community, and each person has a different occupation. ▪ The purpose of the video is to familiarize you with some of the different occupations you will come across in Canada, or anywhere else in the world. ▪ I would like you to pay attention to not just their occupations, but also how they help the community, and for some, where they come from. ▪ I also want you to pay attention, and listen for words that you may have come across while you were completing activities one and two. 	

	<ul style="list-style-type: none"> ▪ The video starts with a very short, easy to understand clip, with the clips becoming longer and a little bit harder to understand as the video continues to play. <p>Guiding/Prompting Questions/ Check for Understanding:</p> <ul style="list-style-type: none"> ▪ What are some of the words you recognize from the previous activities? ▪ What are some things you notice about the people in the video? <p>Links to the videos:</p> <p>Nesmah (Participant One – Easy): https://edpuzzle.com/media/5cfed39b5bd3b540a82f192b Andrea (Participant Two – Easy): https://edpuzzle.com/media/5cff07c35bd3b540a8301923 Mikey (Participant Three – Moderate): https://edpuzzle.com/media/5cff098f22cc5d40a29045d2 Sheldon (Participant Four – Moderate): https://edpuzzle.com/media/5cff291375164240b63f8bed Roy (Participant Five Part 1/2– Difficult): https://edpuzzle.com/media/5d159793c88b564122e19323 Roy (Participant Five Part 2/2– Difficult): https://edpuzzle.com/media/5d159e6fcbf83a41158eaf67 Les Vonkemen (Participant Six – Difficult): https://edpuzzle.com/media/5d15a2805e8d56411b3af23b</p>	
<p><i>Flexible</i></p>	<p>Activity #4: Concise Profiles Teacher Prompts/Cues/Explanations:</p> <ul style="list-style-type: none"> ▪ For this activity, we will be reading brief profiles on all of the people you saw in the video to give you a better idea of the skills they required to get to where they are. ▪ Each profile has the person’s name, occupation(s), and the skills they require for their job. ▪ After reading through the profiles, you will pair up and find skills that overlap for different jobs. In other words, I want you to look for the same skills required for different jobs. ▪ To do this, you will be using a Venn diagram, which will be handed out to each pair. ▪ For example, if I am reading the profile of the police officer and the vice principal, and I read that both of them need to be able to work well under pressure, I would put that skill in the middle of the Venn diagram. Any skills that are different between the two occupations will be written in the circles specific to those occupations. ▪ Feel free to refer to the resumes provided in activity two for help with this activity. ▪ Each pair will be given two different profiles and a single Venn Diagram. ▪ Once each pair has filled their Venn Diagram, a class discussion will take place. <p>Guiding/Prompting Questions/ Check for Understanding:</p> <ul style="list-style-type: none"> ▪ Which occupations have the most similarities? What makes them different? 	<p><i>The profiles and Venn Diagram templates are attached to the end of this document.</i></p>
<p><i>Flexible</i></p>	<p>Activity #5: Extensive Profiles Teacher Prompts/Cues/Explanations:</p> <ul style="list-style-type: none"> ▪ This activity is similar to the previous one, however, these profiles are more extensive, meaning they are longer and more detailed. ▪ This is an intensive reading activity where you will have to read a profile of your choosing, and answer the questions provided under the profile. 	<p><i>The extensive profiles are attached to the end of this document.</i></p>

	<ul style="list-style-type: none"> ▪ These are deeper thinking questions, which are less straightforward than the questions asked in previous activities. ▪ Some of the profiles are short, and some are very long. ▪ The profiles will provide you with a better understanding of the people you saw in the video: their cultural background, education, how their culture has affected their occupation or motivated them to do what they do, and what a day in their life would look like. ▪ After each person has chosen a profile to read and analyze, a class discussion can take place to address the following question: What would a day in the life of a/an *place occupation here* look like in your country? ▪ Other discussion topics could be talking about the different cultural backgrounds, and how they influenced what these people chose to do as their occupation. <p>*All bolded words are defined in the vocabulary glossary*</p> <p>Guiding/Prompting Questions/ Check for Understanding:</p> <ul style="list-style-type: none"> ▪ Does knowing more about each person’s background help you understand their occupation better, or why they chose the occupation they did? 	
<p><i>Flexible</i></p>	<p>Lesson Closure/Cliffhanger:</p> <ul style="list-style-type: none"> ▪ What would you like to do in Canada? ▪ What skills and cultural knowledge do you have to help you get a job in Canada? <p>*Have students use vocabulary learned throughout the lesson and apply it to themselves*</p>	